

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education
Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Lincoln University		
Respondent name and title:	Rebecca Newcom Belcher		
Respondent phone number:	573-681-5254	Fax: 573-681-5257	
Electronic mail address:	belcher@lincolnu.edu		
Address:	Division of Education Chair 452 MLK; 820 Chestnut		
City:	Jefferson City	State: MO	Zip code:65101

Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Lincoln University
Institution Code	6366
State	Missouri
Number of Program Completers Submitted	62

Number of Program Completers found, matched, and used in passing rate Calculations ¹	62				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Principles of Learning and Teaching (5-9)	523				9		
Principles of Learning and Teaching (7-12)	524				1		
Academic Content Areas							
Art: Content Knowledge	133	4			96	95	99%
Biology: Content Knowledge, Part 1	231	1			62	58	
Elem Edu: Curriculum, Instruction, and Assessment	011	26	20	77%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	3			192	191	99%
Mathematics: Content Knowledge	061	3			97	91	94%
Physical Education: Content Knowledge	090	5			214	205	96%
Social Studies: Content Knowledge	081	3			276	270	98%
Spanish: Content Knowledge	191				30	27	90%
Other Content Areas							
Business Education	100	4			64	64	100%
Teaching Special Populations							
Special Education	350	13	12	92%	171	165	94%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Lincoln University						
Institution Code	6366						
State	Missouri						
Number of Program Completers Submitted	62						
Number of Program Completers found, matched, and used in passing rate Calculations¹	62						
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9		90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	45	36	80%	3275	3155		96%

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	4			156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	13	12	92%	270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	62	52	84%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **511**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **72**

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

1 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **9**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **72/9**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 14. The total number of hours required is 560 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes _____ No
7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Lincoln University is an 1890 land grant, comprehensive institution which is part of the Missouri state system of higher education. Founded in 1866 through the cooperative efforts of the enlisted men and officers of the 62nd and 65th Colored Infantries, Lincoln University was designed to meet the educational and social needs of freed African-Americans. While remaining committed to this purpose, the University has expanded its historical mission to embrace the needs of a significantly broader population.

The core mission of Lincoln University is to provide excellent educational opportunities for a diverse student population in the context of an open enrollment institution. The University provides student-centered learning in a nurturing environment, integrating teaching, research, and service. Lincoln University offers relevant, high quality undergraduate and select graduate programs that prepare students for careers and lifelong learning. These programs are grounded in the liberal arts and sciences and focused on public service professions that meet the academic and professional needs of its historical and statewide student clientele

2. Educational Philosophy

The Division of Education views the role of teacher education as encompassing the following beliefs:

- Teacher education will prepare teachers to use knowledge, skills, and dispositions that will lead towards the emergence and development of well-informed citizens of a diverse and pluralistic society within an interdependent world.
- Teacher education will prepare teachers who recognize the strengths that all children bring to learning and to prepare teachers who will guide all children toward successful academic achievement and responsible accountability.

Teacher education will prepare teachers who are committed to promoting within themselves and their students a disposition towards inquiry and reflection within the teaching/learning process.

3. Conceptual Frameworks

The vision of the Division of Education is to prepare professionals who demonstrate a commitment to the knowledge, skills and dispositions necessary to provide the highest quality of education for all students. This vision will be realized by creating learning communities in which all students are encouraged and supported in reaching their potential.

The mission of the division is to prepare professionals who are knowledgeable, passionate about students, content and teaching, and committed to providing the highest quality education for every one of their students. The faculty has identified three core beliefs regarding the education of professional educators. These beliefs are: 1) that students are at the heart of teaching; 2) that teachers must be prepared to educate citizens in a diverse, pluralistic society; and 3) that learning to teach involves learning from teaching. These shared beliefs are the basis for a philosophy that brings unity and coherence to the curricula of the undergraduate and graduate programs in the Division of Education.

The conceptual framework is organized around an underlying theme of: Teachers as decision-makers through knowledge and practice. The framework is drawn from the works of many learning theorists, from the scholarly and theoretical perspectives of Dewey and Vygotsky to the more practitioner oriented work of Shulman and Hunter. The students are expected to become educators who know what they are doing and why they are doing it, who develop learning experiences for their students based on a solid understanding of content, child development, learning theory, methodologies, and the social, cultural, legal, and political contexts of the “real world” of education. They will develop their skills through practical experiences under the watchful eye of the faculty and school-based supervisory personnel. The advanced students enrolled in the graduate program will be educational leaders who will be able to serve as change agents in their current or future school settings.

4. Program completers who teach in the private schools and out of state

Private Schools:	2
Out-of-State:	0